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ABSTRACT

This address by the Director, Office of Career Education (OE) discusses the relationships between career guidance and career education. In particular, it examines the questions concerning: (1) differences in meaning between the terms "career guidance" and "career education," (2) whether counselors should seek to become "career education coordinators;" and (3) the relationship between counselors and career education coordinators, if, in fact they be two different "animals." The author concludes with some suggestions regarding how career guidance personnel might most effectively relate with the career education movement as it currently exists. (Author/HMV)

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CAREER EDUCATION AND COUNSELOR EDUCATION

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Introduction

The current national emphasis on education and work is gaining in strength each year. In a generic sense, that emphasis has been organized and operates under the term "career education." One of the outgrowths of this emphasis has been a nationwide call, on the part of diverse segments of the total population, for an increased emphasis on career guidance, counseling, placement, and followup. This call is reflected in a variety of public opinion polls, in studies and surveys critical of current counselor practices, and in the Congress. It is a call that no conscientious counselor educator or supervisor can afford to ignore.

There seems little doubt but that strong pressures - with or without new Federal legislation - will continue to grow aimed at increasing the emphasis on career guidance in counselor education programs and in counselor role and function. If some version of APGA's bill entitled "The Career Guidance and Counseling Act of 1975" becomes law, it can be predicted that the response of both counselor educators and supervisors of counselors will be both immediate and highly positive - i.e., from the beginning, our movement has been shaped and has shifted in response to Federal legislation. (Hoyt, 1974). If such legislation is not forthcoming, debate regarding the proper response to this call for an increased emphasis on career guidance and counseling will probably continue within the personnel and guidance movement.

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My purpose here is not to argue the merits nor the appropriateness of the call for an increased emphasis on career guidance and counseling. For my part, I am firmly convinced this emphasis is much needed and long overdue in counselor education programs for counselors who will work in a wide variety of settings - including elementary and secondary schools. community colleges, post high school occupational education institutions, four-year colleges and universities, employment service, vocational rehabilitation, veteran administration, and community counseling settings. This should surprise no one who knows me even slightly. That is, my position on this question has, I hope, been both clear and consistent now for more than twenty years.

Today, I want to discuss an equally important controversy - namely, the relationships between career guidance and career education. There are some who, consciously or unconsciously, seem intent on creating a collision course between career guidance and career education. Unless this is checked, both the career guidance and the career education movements will be damaged. More important, persons to be served by both movements will suffer. The time has come to face this problem and to seek a resolution that will avoid the collision. Hopefully, these remarks may serve as a positive contribution toward that goal.

The hard questions that must be answered include: (1) what differences in meaning exist between the terms "career guidance" and "career education"? (2) Should counselors seek to become "career education coordinators"? and (3) If counselors and career education coordinators are two different "animals," how should they relate to each other? In posing these questions,

I make no pretense that I know how to answer any of them. I am saying only that these questions must be answered - and soon. Because of the urgency and importance of obtaining such answers, I want to devote the remainder of this presentation to a brief discussion of these three questions. My uncertainties and the personal dilemmas I am now facing with respect to each should be made clear through this discussion.

"Career Guidance" and "Career Education": Similarities and Differences

The similarities between "career guidance" and "career education" are obvious and require only brief mention. First, both express concern for helping all persons, of all ages, in all settings, recognize and capitalize on relationships between education and work - both paid and unpaid work - that exist in our society. Thus, they share a common generic goal. Second, both embrace a developmental philosophy that recognizes career development as part of human growth and development and work values as part of one's total system of personal values. Thus, they have a common basis in philosophy.

Third, and most important, both have, in many ways, been organized and discussed using, as a framework, the process of career development. Such words as career awareness, career motivation, career exploration, career decision making, career preparation, career entry, career progression, and career maintenance are clearly appropriate for use and are used whether one speaks about "career guidance" or about "career education." Those who would argue otherwise are, in my opinion, playing a senseless game of "educational turfsmanship" which, in these times, can neither be defended nor operationalized in practice. Thus, both "career guidance" and "career

education" have a common basis on their emphasis on the career development process.

The differences are more difficult to discern. As of now, I see them as three in number. First, in my opinion, career education is best thought of as a concept while career guidance is best thought of as a service. I have written about this in some detail elsewhere. (Hoyt, 1974, b). The basic point I have tried to make is that career education is best thought of as a concept to be infused throughout a wide variety of programs and services both within and outside of the formal educational system. It is not properly thought of as a separate program or service to be added on to others that currently exist. Career guidance, on the other hand, must be thought of as a service to individuals that demands a clear organizational identity and the effective presence of a clearly identified body of professional specialists. In this sense, career education can be thought of as a concept that demands, among other things, the presence of professional career guidance specialists for its effective implementation. Thus, one difference is that which exists between a concept and a service.

A second basic difference is evident in operational philosophy required for recognition, effectiveness, survival, and growth. Career education, as a concept, is based on the collaborative involvement of the entire formal educational system, the business-labor-industry-professional-government community, and the home and family structure. It urges the active involvement of a wide variety of personnel from all three of these segments of society. Its effectiveness is measured by the total amount of help an individual receives, not on who receives credit for helping. The career

guidance movement, on the other hand, has, for the last fifteen years, devoted a considerable amount of energy to identifying and emphasizing the unique role and function of the professional counselor. The career education movement must continue to emphasize collaboration if it is to be effective and to flourish. The career guidance movement must continue to emphasize the need for professionally prepared counselors if it is to be effective and to flourish. This, then, is a second difference.

Third, and by far the most important difference, is that career education, as a concept, is equally dependent on both the career development process and on the teaching-learning process as a means of organizing its implementation efforts. Career guidance, on the other hand, is very largely rooted in only one of these processes - namely, that of career development. As a concept that aims to be infused throughout the entire educational system, career education will be evaluated, first of all, on the basis of its effectiveness as a vehicle for improving educational productivity as measured by academic achievement. A major thrust and emphasis of career education is that of reducing worker alienation in the classroom on the part of both students and teachers. An equally strong emphasis is placed on the need for expanding both the variety and nature of educational opportunities available to students. While career guidance personnel have, in many instances, expressed interest in these matters, they have not been considered part of either the professional preparation pattern or the job function of most professional counselors. They are of major importance to career education.

The Counselor - As a Career Education Coordinator?

The collaborative emphasis of career education would be sabotaged and destroyed were career education to seek to become a separate specialty or department to be added to all currently existing specialties in Education. Instead, its only hope is a continued interest and involvement of a wide variety of persons from both within and outside of Education. The trouble is, of course, that a concept that is supposedly a concern of everyone will become an action commitment of almost none unless some individual acts as a catalyst - a "ramrod" - to spur individual efforts. It seems inevitable to me that some persons carrying some such title as "career education coordinator" will be required for the effective implementation of the career education concept.

The question to be faced here is whether or not, in the public schools, the professional counselor should seek to play the role of career education coordinator. The problem is too complicated to be fully discussed here, but too important to be ignored. Four alternatives appear to be available for consideration at the present time. Please do not attach any implied preference by the order in which I discuss them here.

One available alternative would be for the career guidance movement to ignore the career education concept and concentrate, instead, on building up expertise and professional personnel for only the career guidance function. Obviously, there is much building of this nature required at the present time. It could be argued that the best way career guidance could serve career education would be to concentrate its primary attention on providing comprehensive and expert career development services to students of all

ages in all kinds of educational settings. It could easily be argued that, if the counselor seeks to spread her or his preparation and job functions across the entire spectrum of career education, the net result may be a dilution in quality and effectiveness of that essential part of career education known as career guidance and counseling.

A second alternative would be for career guidance specialists to claim that they are today's most logical choices to serve as career education coordinators for a school system. It could easily be argued that the career development expertise of the counselor is essential to share with all others who function in career education. With counselors now present in most schools, it would be quick and easy for such counselors to be named as career education coordinators. Similarly, many career guidance personnel would argue that there is no major area of career education - including its collaborative emphasis and its emphasis on the teaching-learning process - that has not been of interest and concern to career guidance specialists for years. Such persons could logically argue and defend a position that holds that, among all professionals currently employed in formal Education, the counselor could most easily be re-educated so as to assume a position as career education coordinator.

For this argument to prevail, two major changes would have to occur. First, counselor education programs would have to undergo major overhaul. Second, the number of professional career guidance personnel would have to be greatly increased at every level of Education - from the elementary school through the college and university system. That is, the career guidance service would still have to be performed and made available to

individuals. Professional career guidance personnel simply could not expand their functions to cover the entire spectrum of career education and still meet career guidance needs of individuals unless the number of career guidance specialists were greatly increased. If these two conditions could be met, this is an alternative worth considering.

A third alternative would be to think of the "career education coordinator" as one who is prepared and who operates at the support, technician, or paraprofessional level. S ch an alternative would be very consistent with a veiw that holds career education as a concept that seeks the active involvement of everyone, not the replacement of anyone. It would allow the career education coordinator to serve as a resource for bringing persons from various parts of society together, to gather and supply information, materials, and referral sources to all who work in career education, and to perform the clerical and administrative tasks essential for operation of a career education effort. It would serve to re-enforce and emphasize the importance to career education of all educational specialties as well as those available in the broader community. At the same time, it would have the disadvantage of never allowing the whole effort to be anything more than the sum of its separate parts.

Finally, a fourth alternative would be to make the "career education coordinator" a kind of "super-professional" with expertise in career development, curriculum, the teaching-learning process, the free enterprise system, vocational education, work experience, and the sociology of the family - plus more. Such a person would have to be prepared at the advanced graduate school level and would logically be employed at a high administrative

spot in the educational system. The preparation program would obviously have to be multi-disciplinary in nature and include extensive practicum and/or internship experiences in the broader community outside of Education. Such a person would have the obvious advantages of being able to spot where weaknesses existed in the total career education effort, of providing professional assistance to those in need of improvement, and of serving as a recognized professional leader for the collaborative efforts of career education. The viability of this arrangement would, of course, depend on placing this person in such a high level in the organization that she or he could, in no way, be seen as a substitute for any professional at the operational level. The obvious major disadvantage of this alternative is that, at present, there are not funds available to either prepare or to employ such individuals.

How Should Counselors Relate with Career Education?

Since none of these four alternatives is, as of today, funded at a level that would allow it to be effectively implemented, it would seem that there is some point in making a few suggestions regarding how career guidance personnel might most effectively relate with the career education movement as it currently exists. My biases can perhaps best be summarized by a series of short "Do's and Dont's" statements. I present them here, not as absolute truths, but only to illustrate my current position.

1. DO think and decide about the four alternatives I have outlined here. If one appeals to you, work hard to implement it. If none is acceptable to you, think up a better one for yourself.
2. DON'T ignore the career education movement. It is here and it

is expanding rapidly. It is, in many ways, similar in nature to career guidance. It needs and deserves your careful study and thoughts.

3. DO recognize and seek to implement the many ways in which full implementation of the career education concept calls for change both in counselor education programs and in counselor practice. These changes can and should come about whether or not any further legislation is enacted by the Congress for either career guidance or for career education. (Hoyt, 1974 c).
4. DON'T be discouraged by the fact that career guidance represents but one educational specialty with which career education seeks a mutually dependent relationship. The fact that career education's concerns extend beyond career guidance in no way means that they do not include career guidance in a key and crucial manner.
5. DO recognize why career education is vitally concerned with the classroom teacher, with expanding learning alternatives available to students, with the personal meaningfulness of work in the total lifestyle of all individuals, and with ridding formal education of an isolationist attitude. These are concerns that we hope all professionals in education - including those in career guidance - will share with each other.
6. DON'T adopt a self-serving stance in planning the future of career guidance. If our movement stands for anything, it seems to me it stands for a primary commitment to those we seek to serve - not to the career guidance movement itself. I have been saying this for years. I hope that, someday, most educators will know what I mean.

Concluding Remarks

It should be apparent that I have spoken here more out of ignorance than out of knowledge. I freely admit that I am much more aware of the questions we face than of the answers to those questions. We can and we will find appropriate answers to each of these questions. To do so will demand that we all be willing to think independently, communicate openly, and work collaboratively to do what seems right. I hope these remarks may serve as one contribution toward that effort.

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